

The University of Utah
Department of Communication Sciences and Disorders
CSD 4100 – Understanding Children with Autism and their Families (3 cr.)
Fall 2023 (T/TH 12:25-1:45pm)
Classroom: Social and Behavioral Science Building (BEH S) 111

CONTACT INFORMATION

Course Instructor: Stacy S. Manwaring, Ph.D., CCC-SLP

E-mail: stacy.manwaring@hsc.utah.edu

Office Phone: (801) 585-6139

Office: 1311 Social and Behavioral Science Building

Office Hours: By appointment. Please email to schedule a time and meeting method (e.g., zoom, in-person)

COURSE MATERIALS

Required Texts:

Boutot, E.A. (Ed.) 2017. *Autism Spectrum Disorders: Foundations, Characteristics, and Effective Strategies*. 2nd Edition. Boston, MA: Pearson.

Recommended:

Lord, C., & McGee, J.P. (Eds.). 2001. *Educating Children with Autism*. Washington, D.C.: National Research Council, National Academy Press. [An electronic version of this book may be downloaded for free at: <http://www.nap.edu/catalog/10017.html>]

Additional required and supplemental readings will be used throughout the course to help you extend your learning. These readings will be in electronic format or hard copy. Some will be posted on the course website. It is your responsibility to check the course website regularly to obtain the readings.

Course Website: <https://utah.instructure.com/> Assignment descriptions, chapters, articles, handouts, recommended readings, and other resources may be posted on the course website. You are responsible for all information posted through the website. Announcements and emails will alert you to any changes in the course schedule, syllabus, deadlines, or class meetings.

Course Zoom Information:

<https://utah.zoom.us/j/92542828876>

Meeting ID: 925 4282 8876

Passcode: 115110

COURSE DESCRIPTION

This course is intended to provide class participants with an introduction to autism spectrum disorder (ASD). The class will provide an overview of the characteristics of ASD across the lifespan in the areas of language/communication, behavior, social-emotional, and cognition. Current developments and research findings will be highlighted related to diagnosis, etiology, and prevalence. A basic introduction to behavior analytic principles and concepts will be

provided, as well as an introductory overview of intervention approaches in ASD. The course will also involve a focus on family impact and perspectives.

Prerequisites: None

STUDENT LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Describe the criteria used to diagnose ASD, as well as the history, etiology, various psychological theories, and prevalence of the disorder across cultures.
2. Discuss myths and controversies surrounding ASD and articulate an informed position in regard to these issues.
3. Describe the characteristics of ASD across the lifespan, in social, communication, language, and cognitive skills, including the impact of ASD on learning and independence.
4. Describe various behavioral challenges in ASD, and define basic behavior analytic concepts and principles.
5. Identify and describe evidence-based screening, assessment, and treatment methods for ASD based on individual and family characteristics.
6. Describe the immediate and long term impact of ASD on families, with an emphasis on individual and family perspectives.

TEACHING AND LEARNING METHODS

This course will utilize a variety of teaching/learning formats, including both synchronous (in-person or Zoom) and asynchronous methods. This course will combine formal lectures with a seminar-type format. All students will be encouraged and expected to participate actively in class. Teaching and learning methods will include lectures and class discussion, audiovisual presentations and associated activities, demonstrations, readings and associated activities, accessing and investigating resources, observation, and various individual and group activities designed to reinforce and enrich core content (e.g., use of discussion boards, presentations).

ASSIGNMENTS

Online Learning Activities (~130 points; points vary for each module)

You will complete several online learning activities associated with the course topics/modules. These assignments are detailed on Canvas under the Assignments tab. **Some** of these assignments will include modules that are part of an online autism training program that is free of charge. You must register to use this site. Visit www.autisminternetmodules.org to register.

Quizzes (~100 points total)

Over the course of the semester, you will complete four quizzes (~25 points each) aimed at evaluating your knowledge of the course content and its applications. Quizzes will focus on the assigned readings, class lectures, class discussions and activities. The quizzes may be composed of objective and short answer/short essay questions. Additional information will be given during class prior to the quizzes.

Quizzes will be taken online (canvas) and will be timed. Please do not discuss the quiz with anyone before or after you have taken it.

You will need to **download Respondus Lockdown Browser** in order to complete the online quizzes. To do this, follow the instructions posted on Canvas, Quizzes tab, “Practice Quiz: Testing out Respondus Lockdown Browser”. This will guide you through downloading Respondus Lockdown Browser and completing the 1-point practice quiz to ensure you are prepared for the actual course quizzes. **This is due by 8/24/23.**

NOTE: Missed Quizzes – *The quizzes may be made up only in the event of unusual circumstances*, such as a medical emergency or a death in the family. If you miss a quiz due to illness, medical, or other emergency, please notify the instructor prior to the quiz end date.

You Choose Assignment (100 points)

You will complete **one** of the following two assignments (Media Presentation **or** Observation Paper). In preparation for this assignment, please complete the “You Choose (Media Presentation or Observation) Assignment Approval” under the Assignments tab on Canvas by **9/5/23.**

1. Media Presentation

For the assignment, you will:

- A) Read a book (fiction or non-fiction) featuring a main topic or character with ASD or watch a movie/show featuring a main character with ASD. Media sources **must get prior approval** by the instructor for this assignment. No two students may present on the same media source. By **9/5/23**, complete the “You Choose (Media Presentation or Observation) Assignment Approval” under the Assignments tab on Canvas. The instructor will review your choices, select the media source for this assignment, and assign you a presentation date.

- B) In a 10-15 minute presentation (date will be assigned by the instructor) to the class, you will:
 - 1) Summarize the plot or main point of material (2-4 minutes; 10 points)
 - 2) Present two comparisons (likenesses) and two contrasts (differences) with evidence presented from class or readings*** (3-5 minutes; 60 points)
 - 3) Read or show a sample/segment to exemplify a contrast or comparison (2-4 minutes; 20 points)
 - 4) Personal reflection on material (2 minutes; 10 points)

***The similarities/comparisons are meant to compare how your media source is similar to information you have learned in class. The contrasts/differences are meant to show a difference between how your media source portrays something and how we have learned about it in class. Example of contrasts: In class we have learned that the majority of individuals with ASD have a difficult time expressing themselves, yet an individual in this documentary was very eloquent. That is somewhat different from what we see in the majority of individuals with ASD.

2. Observation Paper – Due 12/7/23

You will observe an individual with ASD. The observation can take place in any setting and should last at least one hour. During the observation you should take detailed notes on the individual (e.g., what he/she is doing, signs of ASD you observe, areas of strength/challenge, etc.). You will write a paper (~3-5 pages typed, double-spaced) that includes the following (see grading rubric on Canvas):

- 1) Summary of your observation (setting, person, activities, etc.)
- 2) Characteristics of ASD the individual displayed during the observation
- 3) What you learned about ASD based upon the observation and how it relates to what you have been learning about ASD this semester
- 4) How this experience may influence you personally and as a future professional

Do NOT include identifying information on your observation notes or the summary paper you turn in. You may use initials, a made-up name, or the first name only of the individual. To verify completion of this assignment, you **must** submit a page with the name and signature of the supervisor, teacher or parent. **Students who do not turn in this signature form will not receive credit for the assignment.** You should create a form prior to your observation in order to get this signature. The signature form should include the following:

- 1) Date of observation
- 2) Location
- 3) Length of observation
- 4) Printed name of supervisor/teacher/parent
- 5) Signature of supervisor/teacher/parent

Students who choose to complete the Observation Paper will give a brief summary of the observation experience in class on a date assigned by the instructor.

GRADING/EVALUATION

The final grade for the course will be based on the number of total points earned by the student out of a total of **approximately 330** points (as described above). The instructor reserves the right to increase or decrease the extent of assignments and their corresponding points awarded depending upon class performance and pace. Students will receive a grade based on the following grading criteria:

Range		Grade	Range		Grade	Range		Grade
92.5	100	A	79.5	82.4	B-	66.5	69.4	D+
89.5	92.4	A-	76.5	79.4	C+	62.5	66.4	D
86.5	89.4	B+	72.5	76.4	C	59.5	62.4	D-
82.5	86.4	B	69.5	72.4	C-	0	59.4	E

Please note that final grades are not rounded up. Students must earn the minimum percentage (identified in the grading criteria) to receive a specific grade. For example, 92.5% = A, 92.49% = A-.

COURSE SCHEDULE

Note: The outline of topics is *tentative* and may be altered based on class progress and at the discretion of the professor. Additional required or recommended readings may be announced either via Canvas and/or during class sessions. These resources supplement the text(s) and facilitate your completion of activities.

Date	Meeting Method	Topic	Readings	Assignments Due
8/22/23	In-person	Intro to Course Topic #1: Defining ASD: Neurodiversity, History, DSM-5 definitions, Psychological theories	Review American Speech- Language-Hearing document on ASD: https://www.asha.org/practice-portal/clinical-topics/autism/	
8/24/23	In-person	Topic #1 (cont) Pair & Share Questions Assigned for Topic 2	Boutot Ch 1; Attwood (Ch 1 An Overview of ASD from Buron & Wolfberg, 2008) Recommended Readings: CDC (2020) Data & Statistics on ASD: https://www.cdc.gov/ncbddd/autism/data.html	*Testing out Respondus Lockdown Browser due on Canvas by 12:25pm (under the Quizzes tab on Canvas).
8/29/23	Asynchronous (on own)	Complete Topic 2 Online Learning Activity		
8/31/23	In-person	Topic #2: Common Questions, Myths, and Controversies	Smart People Believe Weird Things (link on canvas) Science, Pseudoscience and Antiscience: What's This Got to do With My Kid? (link on canvas)	*Topic 2 Online Learning Activity: Common Questions, Myths, and Controversies Pair & Share.
9/5/23	In-person	Topic #2 (cont)		*You Choose (Media Presentation or Observation) Assignment Approval (submit on Canvas)
9/7/23	In-person	Review for Quiz 1	Come to class having reviewed material from Topics 1-2 in preparation for Quiz 1 Review.	

9/12/23	In-person	Topic #3: Social and Communication Development: Implications for ASD	Boutot Ch 6 (p. 96-108); Boutot Ch 7 (p. 123-127); Quill (2000) Ch 1: The Complexity of Autism from Do-Watch-Listen-Say	*Quiz 1 (Topics 1-2) due on Canvas by 12:25pm
9/14/23	Asynchronous (on own)	Complete Topic 4 Online Learning Activity: Autism Navigator® About Autism in Toddlers		
9/19/23	In-person	Review for Quiz 2	Come to class having reviewed material from Topics 3 and 4 in preparation for Quiz 2 Review.	*Topic 4 Online Learning Activity: Autism Navigator® About Autism in Toddlers
9/21/23	Asynchronous (on own)	Complete Topic 5 Online Learning Activities		
9/26/23	In-person	Topic #5: Characteristics of ASD: Speech, Language, and Communication	Boutot Ch 6 (p. 96-108) Quill (2000) Ch 1: The Complexity of Autism from Do-Watch-Listen-Say	*Quiz 2 (Topics 3 4) due by 12:25pm *Topic 5 Online Learning Activities
9/28/23	Asynchronous (on own)	Complete Topic 6 Online Learning Activities (Parts 1 and 2)		
10/3/23	In-person	Topic #6: Characteristics of ASD: Social and Emotional	Boutot Ch 7 (p. 123-127) Quill (2000) Ch 1: The Complexity of Autism from Do-Watch-Listen-Say	*Topic 6 Online Learning Activities
10/5/23	Asynchronous (on own)	Complete Topic 7 Online Learning Activities (Parts 1 and 2)		
10/10/23	No Class	Fall Break		
10/12/23	No Class	Fall Break		
10/17/23	In-person	Topic #7: Characteristics of ASD: Cognitive, Adaptive, Sensory, and Repetitive Behaviors	Boutot Ch 8	*Topic 7 Online Learning Activities (Parts 1 and 2)
10/19/23	In-person	Review for Quiz 3	Come to class having reviewed material from Topics 5-7 in preparation for Quiz 3 Review.	

10/24/23	Asynchronous (on own)	Complete Topic 8 Online Learning Activities		
10/26/23	In-person	Topic #8: Introductory Overview of Diagnosing/ Assessing ASD Media Presentations	Boutot Ch 1 (p. 4-6) Explore the website: http://www.firstsigns.org/	*Quiz 3 (Topics 5-7) due by 12:25pm *Topic 8 Online Learning Activities
10/31/23	Asynchronous (on own)	Complete Topic 9 Online Learning Activities		
11/2/23	In-person	Topic #9: Intro to Principles and Analysis of Behavior Media Presentations	Boutot Ch 5 Recommended Readings: Cooper, Heron, & Heward Ch. 1 & 2	* Topic 9 Online Learning Activities
11/7/23	In-person	Topic #9 (cont) Media Presentations		
11/9/23	In-person	Topic #10: Overview of Treatments Media Presentations	Boutot Ch 2	
11/14/23	In-person	Topic #10 (cont) Media Presentations		
11/16/23	In-person	Review for Quiz 4	Come to class having reviewed material from Topics 8-10 in preparation for Quiz 4 Review.	
11/21/23	Asynchronous (on own)	Complete Topic 10 Online Learning Activities		*Topic 10 Online Learning Activities
11/23/23	No Class	Thanksgiving		
11/28/23	Asynchronous (on own)	Complete Topic 11 (Parts 1 and 2) and 12 Online Learning Activities		*Quiz 4 (Topics 8-10) due by 12:25pm
11/30/23	In-person	Topic #11: Transitioning, ASD Across the Lifespan (Guest Lecturer)	Boutot Ch 14 Shore (2008) - Ch 14 Educational Experiences Across the Lifespan: A Personal Perspective from Buron & Wolfberg O'Brien & Daggett (2006) – Ch 10 Looking to the Future	*Topic 11 Online Learning Activities (Parts 1 and 2)

12/5/23	In-person	Topic #12: Personal/Family Perspectives Reflections from observations	Boutot Ch 3 Donnelly (2008) - Ch 13 Growing up with Autism: One Parent's Perspective from Buron & Wolfberg O'Brien & Daggett (2006) – Ch 9 The Rest of the Family	*Topic 12 Online Learning Activities
12/7/23	In-person	Course Feedback Topic #12 (cont) Media Presentations Reflections from observations		*If choosing Observation assignment, Observation paper (with notes and signature form) due
12/11 - 12/15/23		Finals Week		

COURSE POLICIES

Communication Plans: Announcements made during class sessions as well as Canvas will be used for the majority of communications. Updates to the syllabus, assignments, or course details will be communicated via Canvas. Announcements and messages (Canvas email) may be used to communicate with the class as a whole or with individual students. Please make sure your Canvas notification preferences are set so that you will receive course announcements, notifications, and information **"Right Away" or "Daily"** (*click the appropriate link to set your preference*). Students are expected to check Canvas regularly.

Class Attendance: Students are expected to attend classes as scheduled and outlined in the course schedule and are responsible for learning all material covered in the class. If you miss a class, it is your responsibility to obtain class notes and handouts from a classmate.

Assignments & Student Preparation: Assignments are due **at the beginning** of the specified class or before. Ten percent of points will be subtracted for each day an assignment is late (i.e., If the assignment is worth 30 points, 3 points will be deducted for each day it is late) except for extraordinary circumstances as determined by the instructor and communicated in advance.

Readings: In order to maximize learning, students are expected to read the assigned material before the class period during which the material will be discussed, as this will prepare students for class discussion and participation in class activities, both individual and group.

Classroom equivalency: Online class meetings (e.g., via Zoom), discussion threads, e-mails, and chat rooms are all considered to be equivalent to classrooms, and student behavior within those environments shall conform to the University of Utah Student Code. Specifically:

- Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting.
- Off-color language and photos are never appropriate.
- Using angry or abusive language is called "flaming", is not acceptable, and will be dealt with according to the Student Code.
- Course e-mails, e-journals, and other online course communications are part of the classroom and as such, are University property and subject to GRAMA regulations and the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.

Syllabus Change Policy: This syllabus is meant to serve as an outline and guide for the course. Please note that the instructor may modify it at any time. The instructor may also modify the General Course Outline at any time to accommodate the needs of a particular class, and will notify the class regarding all changes. Should you have any questions or concerns about the syllabus, it is your responsibility to contact the instructor for clarification.

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS INFORMATION

Clinic Observations

All SPHS majors in the Department of Communication Sciences and Disorders are required to complete 25 hours of clinical observation prior to graduation. This course does not include clinical observations in its requirements, but some CSD courses do. Students may also complete additional observation hours independently. However, students will only be allowed to schedule and attend observations after they have fulfilled the three following requirements: (1) Complete HIPAA training (as evidenced by passing the HIPAA quiz with at least 80% accuracy), (2) Sign the ASHA Pledge of Confidentiality, and (3) Attest to their compliance with the Media Security Policy (see below). Instructions on how to complete these requirements is provided to enrolled students each semester via email by the Department's Academic Coordinator. Any questions should be directed to them at 801-585-0427

Department Media Security Policy

All employees and students in the Department of Communication Sciences and Disorders are subject to mandatory compliance requirements for encryption and/or security of mobile devices (e.g. cell phones, laptop computers, tablets, etc.) that are used for University purposes (business, therapy, education). 100% compliance is required by a Federal mandate. The potential ramifications of noncompliance are severe and could be debilitating. For assistance with this encryption, contact the Campus Help Desk at University Information Technologies (IT) at 801-581-4000.

OTHER INFORMATION

1. ***COVID-19 Campus Guidelines.*** Please refer to the University's COVID-19 Central website for the latest information and guidelines.

COVID-19 Central @ The U

801-213-2874

coronavirus.utah.edu

Please note that students in clinical programs should remain in close contact with their program director about the latest guidelines pertaining to COVID-19.

2. ***The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access (CDA; <http://disability.utah.edu/>; 162 Olpin Union Building; 801-581-5020). CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the CDA.
3. ***Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
4. ***Academic Honesty and the Code of Student Rights and Responsibilities.*** It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: <https://regulations.utah.edu/academics/6-410.php>
5. ***Wellness Statement.*** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness, <http://wellness.utah.edu/>; 801-581-7776.

6. **University Safety Statement.** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu
7. **Learners of English as an Additional/Second Language.** If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.
8. **Lauren’s Promise.** The following statement discusses interpersonal violence that has occurred on our campus and resources available. It may evoke feelings of distress or past trauma by individuals who have experienced situations involving interpersonal violence. We wanted to acknowledge as well that this situation does not describe every victim’s experience and certain communities may be at a higher risk for these experiences.

Lauren’s Promise—I will listen and believe you if someone is threatening you.

Lauren McCluskey, a 21-year-old honors student athlete, was murdered on October 22nd 2018, by a man she briefly dated on the University of Utah campus. *We must all take actions to ensure that this never happens again.*

If you are in urgent need of support, call 911 and/or the Utah crisis line at 800.273.8255.

If you are experiencing interpersonal violence, sexual assault, domestic violence, and/or stalking, please report it to me and I can connect you to resources. **Here are additional sources of support and help:**

Resource	Phone #	Hours	Affiliation
McCluskey Center for Violence Prevention:	TBD	TBD	University
Center for Student Wellness, Victim Survivor Advocate:	801.581.7776	8-5	University
Office of Equal Opportunity:	801.581.8365	9-5	University
University Department of Public Safety:	801.585.2677	24 hrs	University

University of Utah Neuropsychiatric Institute	801.587.3000	24 hrs	University
Utah Domestic Violence Coalition:	800.897.5465	24 hrs	State
<u>Rape Recovery Center 24-hour Crisis Line:</u>	801.467.7273	24 hrs	State
<u>Domestic Violence Link Line:</u>	800.897.5465	24 hrs	State
<u>Stalking Helpline:</u>	800.621.4673	24 hrs	State
Rape Recovery Center Crisis Line:	801.467.7272	24 hrs	State

Mandatory reporters are university employees, including students in paid leadership positions, who are required to report sexual misconduct to the Office of Equal Opportunity and Affirmative Action per university regulations. Examples of mandatory reporters include:

- Professors and other faculty
- Administration and staff (non-mental health)
- Resident advisors
- Student employees
- Campus police or campus security officials
- Athletic coaches/assistants

Confidential resources are employees not required to report any identifying information regarding an incident of sexual violence to the university. Survivors of sexual misconduct can speak openly to confidential resources about their experiences without their names or extensive details about their experience being reported to the Title IX coordinator or law enforcement.

- University Counseling Center:
- University Hospitals Chaplin
- Student Athlete Support Services
- Center for Student Wellness Victim Advocates
- Women’s Resource Center

9. *Diverse Supports for Students.* Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you.

Student Support Services (TRIO)

TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.

Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Student Support Services (TRIO)

801-581-7188

trio.utah.edu

Room 2075

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

American Indian Students

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive “home-away-from-home” space for students to grow and develop leadership skills.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

American Indian Resource Center

801-581-7019

diversity.utah.edu/centers/airc

Fort Douglas Building 622

1925 De Trobriand St.

Salt Lake City, UT 84113

Black Students

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Black Cultural Center

801-213-1441

diversity.utah.edu/centers/bcc

Fort Douglas Building 603

95 Fort Douglas Blvd.
Salt Lake City, UT 84113

Students with Children

Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of child care for University students, faculty and staff.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Childcare & Family Resources

801-585-5897

childcare.utah.edu

408 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Students with Disabilities

The Center for Disability & Access is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment.

For more information about what support they provide and links to other resources, view their website or contact:

Center for Disability & Access

801-581-5020

disability.utah.edu

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Students across Intersectional Identities and Experiences

The Center for Equity & Student Belonging (CESB) creates community and advocates for academic success and belonging for students across inter-sectional identities and experiences among our African, African American, Black, Native, Indigenous, American Indian, Asian, Asian American, Latinx, Chicanx, Pacific Islander, Multiracial, LGBTQ+, Neurodiverse and Disabled students of color.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Equity and Student Belonging (CESB)

801-581-8151

diversity.utah.edu/centers/CESB/

235 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

English as a Second/Additional Language (ESL) Students

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. Feel free to contact:

Writing Center

801-587-9122

writingcenter.utah.edu

2701 Marriott Library

295 S 1500 E

Salt Lake City, UT 84112

English Language Institute

801-581-4600

continue.utah.edu/eli

540 Arapeen Dr.

Salt Lake City, UT 84108

Undocumented Students

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles that prevent you from engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center.

Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families.

For more information about what support they provide and links to other resources, view their website or contact:

Dream Center

801-213-3697

dream.utah.edu

1120 Annex (Wing B)

1901 E. S. Campus Dr.
Salt Lake City, UT 84112

LGBTQ+ Students

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

LGBTQ+ Resource Center

801-587-7973

lgbt.utah.edu

409 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Veterans & Military Students

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned; and to serve as a liaison between the student veteran community and the university.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Veterans Support Center

801-587-7722

veteranscenter.utah.edu (Links to an external site.)

418 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Women

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Women's Resource Center

801-581-8030

womenscenter.utah.edu

411 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Inclusivity at the U

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.

For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:

Office for Inclusive Excellence

801-581-4600

inclusive-excellence.utah.edu (Links to an external site.)

170 Annex (Wing D)

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

Other Student Groups at the U

To learn more about some of the other resource groups available at the U, check out:

getinvolved.utah.edu/

studentsuccess.utah.edu/resources/student-support

